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ABSTRACT

A standardized curriculum is provided for an apprenticeship course for the secondary vocational education program in Mississippi. The course consists of seven units: course overview; job data--forms; the interviewing process; work/life skills; managing resources; industry regulations; and on-the-job health and safety. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist combining all unit performance standards into a single list is included. (YLB)

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STANDARDIZED CURRICULUM

FOR

APPRENTICESHIP

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

June 1989

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FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

-- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

-- a criterion-referenced, state-wide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

-- a system of accrediting schools that takes into account the performance of districts, schools, and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1986 which called for the establishment of state-wide "guidelines and procedures for managing an instructional program in the public schools." This legislation calls for instructional management plans containing the following components:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives must be included);

2. suggested instructional practices and resources for the learning objectives;

3. standards for student performance for each learning objective; and

4. systematic procedures for evaluating student performance on the learning objectives.

Specific local district actions regarding the state-wide instructional management plan are also required, namely:

1. The objectives contained in this document are common to all programs in the state. Core objectives are designated with an asterisk. The local district is encouraged to add additional objectives to this listing to meet local needs of students and employers.

2. The local school board must officially adopt the learning objectives as the district's curricula.

3. Pass/fail policies must be based on mastery of learning objectives.

4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.

5. During the school year, records of individual student performance must indicate whether or not the objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do <u>not</u> master the basic and functional literacy skills prior to being tested on them.

6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan must be developed for improving student performance on those objectives.

TABLE OF CONTENTS

Page

APPRENTICESHIP..... 1

STUDENT PERFORMANCE RECORD..... 17

APPRENTICESHIP

Developed by

James Johnson, Jackson Career Development Center
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APPRENTICESHIP

Unit No.	Title
1	Course Overview
2	Job Data - Forms
3	The Interviewing Process
4	Work/Life Skills
5	Managing Resources
6	Industry Regulations
7	On-the-Job Health and Safety

COURSE: Apprenticeship

Unit 1: Course Overview

Objectives: Upon completion of this unit, the student will:

*1. Define apprenticeship.
*2. Describe qualifications for apprenticeship occupations.
3. Identify occupations in which an apprentice might serve.
*4. List number of years one might expect to serve as an apprentice.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Personal research
Instructional handouts

Suggested Resources:

Primary Source: Vocational Educator's Apprenticeship Handbook. Mississippi State, MS: Division of Vocational-Technical Education and Research and Curriculum Unit. 1984

Secondary Source: Apprenticeship. Washington, DC: Bureau of Apprenticeship and Training, U.S. Department of Labor.

National Apprenticeship Program. Washington, DC: Bureau of Apprenticeship and Training, U.S. Department of Labor. 1982.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define apprenticeship according to USDOL regulations.
*Objective 2: The student will describe four qualifications for apprenticeship related to the individual student's occupation.
Objective 3: The student will identify five occupations in which an apprentice might serve.

*Objective 4: The student will list number of years one might expect to serve as an apprentice in his/her occupation.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Defined apprenticeship.
____*2. Described qualifications for apprenticeship in occupations.
____ 3. Identified occupations in which an apprentice might serve.
____*4. Listed number of years one might expect to serve as an apprentice.

*Indicates core/essential objectives

COURSE: Apprenticeship

Unit 2: Job Data - Forms

Objectives: Upon completion of this unit, the student will:

*1. Complete apprenticeship agreement form.
*2. Describe parts of a resume.
3. Complete a personal resume.
4. Describe the procedure to follow when requesting approval from an individual to list as a reference.
*5. Complete an employment application.
6. Write a letter of application.
*7. List sources which may be helpful in finding a job.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Personal research
Audio visual presentations

Suggested Resources:

Primary Source: Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work (4th ed.). New York: Bennett and McKnight. 1986.

Secondary Source: Business Education: You and Your Occupation. Mississippi State, MS: Research and Curriculum Unit. 1975.

Apprenticeship. Jackson, MS: Bureau of Apprenticeship and Training, U.S. Department of Labor.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will complete one apprenticeship agreement form.
*Objective 2: The student will describe four parts of a resume.
Objective 3: The student will complete a personal resume.
Objective 4: The student will describe the procedure to follow when requesting approval from an individual to list as a reference.
*Objective 5: The student will complete an employment application.
Objective 6: The student will write a letter of application.

*Objective 7: The student will list three sources which may be helpful in finding a job.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Completed apprenticeship agreement form.
____*2. Described parts of a resume.
____ 3. Completed a personal resume.
____ 4. Described the procedure to follow when requesting approval from an individual to list as a reference.
____*5. Completed an employment application.
____ 6. Wrote a letter of application.
____*7. Listed sources which may be helpful in finding a job.

*Indicates core/essential objectives

COURSE: Apprenticeship

Unit 3: The Interviewing Process

Objectives: Upon completion of this unit, the student will:

*1. State ways of being introduced to the interviewer.
*2. State general questions which may be asked during the interview by the interviewer.
*3. Describe questions which the interviewee should avoid asking during the interview.
*4. Describe questions which the interviewee may ask during the interview.
*5. Describe proper dress when applying for a job.
6. Describe appropriate dress for job interviews.
7. Write a follow-up letter to a potential employer.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Personal research

Suggested Resources:

Primary Source: Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work (4th ed.). New York: Bennett and McKnight. 1986.

Secondary Source: National Apprenticeship Program. Washington, DC: Bureau of Apprenticeship and Training, U.S. Department of Labor. 1982.

Apprenticeship. Jackson, MS: Bureau of Apprenticeship and Training, U.S. Department of Labor.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list two ways of being introduced to the interviewer.
*Objective 2: The student will state four general questions which may be asked during the interview by the interviewer.
*Objective 3: The student will describe three questions which the interviewee should avoid asking during the interview.

*Objective 4: The student will describe two questions which the interviewee may ask during the interview.

*Objective 5: The student will describe proper dress when applying for a job.

Objective 6: The student will describe appropriate dress for job interviews.

Objective 7: The student will write a follow-up letter to a potential employer.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed ways of being introduced to the interviewer.
____*2. Stated general questions which may be asked during the interview by the interviewer.
____*3. Described questions which the interviewee should avoid asking during the interview.
____*4. Described questions which the interviewee may ask during the interview.
____*5. Described proper dress when applying for a job.
____ 6. Described appropriate dress for job interviews.
____ 7. Wrote a follow-up letter to a potential employer.

*Indicates core/essential objectives

COURSE: Apprenticeship

Unit 4: Work/Life Skills

Objectives: Upon completion of this unit, the student will:

*1. Define personality.
*2. State physical and emotional characteristics of personality.
*3. State advantages of a positive self concept.
*4. Describe ways of maintaining self control.
5. List steps in creating a change in attitude.
6. Complete a self analysis.
7. Name ways of showing respect for others.
8. Develop a plan of self improvement.
*9. Describe what is expected of an apprentice on the job.
*10. State what is expected from an employer/sponsor.
*11. Describe the procedures to follow if employment is terminated by the employer.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Personal research

Suggested Resources:

Primary Source: Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work (4th ed.). New York: Bennett and McKnight. 1986.

Secondary Source: Group Instruction for Cooperative Programs. Stillwater, OK: State Department of Vocational and Technical Education. 1978.

Perry, John E. Essentials of Job Success. Revised by Charlene Callaway. Mississippi State, MS: Research and Curriculum Unit for Vocational Education. 1981.

Business Education: You and Your Occupation. Mississippi State, MS: Research and Curriculum Unit for Vocational Education. 1975.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define personality.
*Objective 2: The student will state two physical and two emotional characteristics of personality.
*Objective 3: The student will state four advantages of a positive self concept.
*Objective 4: The student will describe three ways of maintaining self control.
Objective 5: The student will list five steps in creating a change in attitude.
Objective 6: The student will complete a self analysis.
Objective 7: The student will name three ways of showing respect for others.
Objective 8: The student will develop a plan of self improvement.
*Objective 9: The student will describe what is expected of an apprentice on the job at the student's place of employment.
*Objective 10: The student will state what is expected from an employer/sponsor.
*Objective 11: The student will describe the procedures to follow if employment is terminated by the employer.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Defined personality.
____*2. Stated physical and emotional characteristics of personality.
____*3. Stated advantages of a positive self concept.
____*4. Described ways of maintaining self control.
____ 5. Listed steps in creating a change in attitude.
____ 6. Completed a self analysis.
____ 7. Named ways of showing respect for others.
____ 8. Developed a plan of self improvement.
____*9. Described what is expected of an apprentice on the job.
____*10. Stated what is expected from an employer/sponsor.
____*11. Described the procedures to follow if employment is terminated by the employer.

*Indicates core/essential objectives

COURSE: Apprenticeship

Unit 5: Managing Resources

Objectives: Upon completion of this unit, the student will:

*1. Identify wage schedule in the "Standards of Apprenticeship."
2. State guidelines for buying clothes.
*3. Name precautions when shopping for food.
4. Identify steps for using time wisely.
*5. State precautions to follow when borrowing money or purchasing items using credit.
*6. Identify bank services.
*7. Plan a budget.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Personal research

Suggested Resources:

Primary Source: Group Instruction for Cooperative Programs. Stillwater, OK: State Department of Vocational and Technical Education. 1978.

Secondary Source: Perry, John E. Essentials of Job Success. Revised by Charlene Callaway. Mississippi State, MS: Research and Curriculum Unit for Vocational Education. 1981.

Business Education: You and Your Occupation. Mississippi State, MS: Research and Curriculum Unit for Vocational Education. 1975.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work (4th ed.). New York: Bennett and McKnight. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the wage schedule in the "Standards of Apprenticeship."
Objective 2: The student will state four guidelines for buying clothes.

*Objective 3: The student will name two precautions when shopping for food.

Objective 4: The student will identify three steps for using time wisely.

*Objective 5: The student will state three precautions to follow when borrowing money or purchasing items using credit.

*Objective 6: The student will identify five bank services.

*Objective 7: The student will plan a budget based on money management principles.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Identified the wage schedule in the "Standards of Apprenticeship."
____ 2. Stated guidelines for buying clothes.
____*3. Named precautions when shopping for food.
____ 4. Identified steps for using time wisely.
____*5. Stated precautions to follow when borrowing money or purchasing items using credit.
____*6. Identified bank services.
____*7. Planned a budget.

*Indicates core/essential objectives

COURSE: Apprenticeship

Unit 6: Industry Regulations

Objectives: Upon completion of this unit, the student will:

1. Define terms associated with basic law for business and consumers.
*2. Distinguish between implied and express warranties.
3. List things necessary in order to have a legal contract.
4. Describe types of business ownership.
*5. Name general laws pertaining to partnerships.
*6. Identify legislation pertaining to employment of minors.
*7. Define income tax return.
*8. Explain tax deductions.
*9. Identify social security benefits.
*10. Define unemployment insurance.
*11. Define worker's compensation.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Personal research

Suggested Resources:

Primary Source: Group Instruction for Cooperative Programs. Stillwater, OK: State Department of Vocational and Technical Education. 1978.

Secondary Source: Perry, John E. Essentials of Job Success. Revised by Charlene Callaway. Mississippi State, MS: Research and Curriculum Unit for Vocational Education. 1981.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will define ten terms associated with basic law for business and consumers.
*Objective 2: The student will distinguish between implied and express warranties.
Objective 3: The student will list four things necessary in order to have a legal contract.
Objective 4: The student will describe two types of business ownership.

*Objective 5: The student will name three general laws pertaining to partnerships.
*Objective 6: The student will identify legislation pertaining to employment of minors.
*Objective 7: The student will define income tax return.
*Objective 8: The student will explain two tax deductions.
*Objective 9: The student will identify two social security benefits.
*Objective 10: The student will define unemployment insurance.
*Objective 11: The student will define worker's compensation.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ 1. Defined terms associated with basic law for business and consumers.
____ *2. Distinguished between implied and express warranties.
____ 3. Listed things necessary in order to have a legal contract.
____ 4. Described types of business ownership.
____ *5. Named general laws pertaining to partnerships.
____ *6. Identified legislation pertaining to employment of minors.
____ *7. Defined income tax return.
____ *8. Explained tax deductions.
____ *9. Identified social security benefits.
____ *10. Defined unemployment insurance.
____ *11. Defined worker's compensation.

*Indicates core/essential objectives

COURSE: Apprenticeship

Unit 7: On-the-Job Health and Safety

Objectives: Upon completion of this unit, the student will:

1. List basic industrial safety rules.
2. List personal safety rules.
*3. Describe primary causes of accidents.
*4. Name types of human error which cause accidents.
*5. Describe primary causes of fatigue.
*6. Define the Environmental Protection Agency.
*7. Define the Occupational Health and Safety Act.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Personal research

Suggested Resources:

Primary Source: Group Instruction for Cooperative Programs. Stillwater, OK: State Department of Vocational and Technical Education. 1978.

Secondary Source: Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work (4th ed.). New York: Bennett and McKnight. 1986.

Perry, John E. Essentials of Job Success. Revised by Charlene Callaway. Mississippi State, MS: Research and Curriculum Unit for Vocational Education. 1981.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list four basic industrial safety rules.
Objective 2: The student will list four personal safety rules.
*Objective 3: The student will describe two primary causes of accidents.
*Objective 4: The student will name five types of human error which cause accidents.
*Objective 5: The student will describe two causes of fatigue.
*Objective 6: The student will define the Environmental Protection Agency.

*Objective 7: The student will define the Occupational Safety and Health Act.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ 1. Listed basic industrial safety rules.
____ 2. Listed personal safety rules.
____*3. Described primary causes of accidents.
____*4. Named types of human error which cause accidents.
____*5. Described primary causes of fatigue.
____*6. Defined the Environmental Protection Agency.
____*7. Defined the Occupational Health and Safety Act.

*Indicates core/essential objectives

STUDENT PERFORMANCE RECORD

APPRENTICESHIP

APPRENTICESHIP

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies

___C1. Defined apprenticeship.
___C2. Described qualifications for apprenticeship in occupations.
___ 3. Identified occupations in which an apprentice might serve.
___C4. Listed number of years one might expect to serve as an apprenticeship.
___C5. Completed apprenticeship agreement form.
___C6. Described parts of a resume.
___ 7. Completed a personal resume.
___ 8. Described the procedure to follow when requesting approval from an individual to list as a reference.
___C9. Completed an employment application.
___10. Wrote a letter of application.
___C11. Listed sources which may be helpful in finding a job.
___C12. Listed ways of being introduced to the interviewer.
___C13. Stated general questions which may be asked during the interview by the interviewer.
___C14. Described questions which the interviewee should avoid asking during the interview.
___C15. Described questions which the interviewee may ask during the interview.
___C16. Described proper dress when applying for a job.
___ 17. Described appropriate dress for job interviews.
___ 18. Wrote a follow-up letter to a potential employer.
___C19. Defined personality.
___C20. Stated physical and emotional characteristics of personality.
___C21. Stated advantages of a positive self concept.
___C22. Described ways of maintaining self control.
___ 23. Listed steps in creating a change in attitude.
___ 24. Completed a self analysis.
___ 25. Named ways of showing respect for others.
___ 26. Developed a plan of self improvement.
___C27. Described what is expected of an apprentice on the job.
___C28. Stated what is expected from an employer/sponsor.

___C29. Described the procedures to follow if employment is terminated by the employer.
___C30. Identified the wage schedule in the "Standards of Apprenticeship."
___ 31. Stated guidelines for buying clothes.
___C32. Named precautions when shopping for food.
___ 33. Identified steps for using time wisely.
___C34. Stated precautions to follow when borrowing money or purchasing items using credit.
___C35. Identified bank services.
___C36. Planned a budget.
___ 37. Defined terms associated with basic law for business and consumers.
___C38. Distinguished between implied and express warranties.
___ 39. Listed things necessary in order to have a legal contract.
___ 40. Described types of business ownership.
___C41. Named general laws pertaining to partnerships.
___C42. Identified legislation pertaining to employment of minors.
___C43. Defined income tax return.
___C44. Explained tax deductions.
___C45. Identified social security benefits.
___C46. Defined unemployment insurance.
___C47. Defined worker's compensation.
___ 48. Listed basic industrial safety rules.
___ 49. Listed personal safety rules.
___C50. Described primary causes of accidents.
___C51. Named types of human error which cause accidents.
___C52. Described primary causes of fatigue.
___C53. Defined the Environmental Protection Agency.
___C54. Defined the Occupational Health and Safety Act.